



Gateways to the 'Contemporary Classroom'

A Draft Paper prepared following the Group 8 Education Performance Development and Coaching™ Symposium on 14th October 2014

hosted by OLSH College, Bentleigh

(additional insights developed through conversations with schools after the event)

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The Contemporary Classroom

1) Executive Summary

There is much going on in education today and most of what is happening can be characterised as *moving away from* the 'traditional classroom', moving away from what no longer works or is less relevant in today's world. The 'contemporary classroom' is the objective of this move but we see little that is explicitly described as moving *towards* something as opposed to *moving away*.

One of the key outcomes of the symposium and follow up conversations and discussions has been a clear definition of what it is that we are really *moving towards*, a definition of what is at the heart of the contemporary classroom.

The heart of the 'contemporary classroom' (the core of the education system that is struggling to emerge) is community, in the most human and powerful sense of the term, community that creates spiritually and physically healthy humans subject to their natural desires (rather than the unlimited desires we currently see) that can be met within the world's limits. The contemporary classroom develops 'being' where our current education system is focused on 'knowing' and 'doing' (and at the expense of 'being', producing young adults who are prone to anxiety to greater or lesser degrees).

When fully deployed the contemporary classroom creates in each young person a universal knowledge of what is right and what is wrong (*wisdom*) and the *courage* to unreflectively do what is right. The processes that build *wisdom* and *courage* also build self-management (*temperance*) and a concern for the wellbeing of others (*justice*). Wisdom, Courage, Temperance and Justice are the Four Cardinal Virtues within the Christian tradition.

In secular terms, empathic listening and solutions-focused questioning (that underpin cognitive coaching) applied to all interactions within a classroom build connection between individuals that allow developing neural networks to full accommodate multiple others' points of view, aspirations and feelings and build the capacity to know intuitively what is right or good or noble and to act unreflectively in that direction.

The achievement of this rests on the teacher modelling these behaviours (as a small number already do) and the organisation of the pedagogy to allow every student to engage with every other in meaningful and respectful ways. Some forms of pedagogy are increasing in popularity and usage such as 'flipping' the classroom and Project-based Learning that are clearly moving in this direction. They build community as well as being better ways for students to learn.

Group 8 Education has been working in the education sector since 2003 and in that time has been involved with more than 200 schools in Australia and the UK. These eleven years (and two preceding years of research before the organisation was formed) has involved continual developments in understanding and in practice. The Performance Development and Coaching™ Program is the flagship, whole school program to assist schools to sustainably improve student learning and outcomes.

This paper has been written to lay out again some of the key underpinnings to the PDC program and to introduce the explicit ways that we are building new understanding into our programs and developing and building the group activities that complete the suite of deep-seated changes that we are seeing emerge in the education sector and that build community from which healthy humans emerge.

Key issues that schools report they need to address are:

- Building of relationships (student-adult, adult-adult)
- Engagement of students (and adults) in their learning/building cognitive capability
- Building leadership capacity: to empower, develop faster, innovate, transform
- Classroom observation, and modelling and sharing of good practice
- (a constant refrain of teachers) – lack of time

Many of the changes that are promoted within the sector today touch on different – and usually single - aspects of these changes (or more often, on some of the surface effects of these changes) rather than on ways to develop an integrated approach. Performance Development and Coaching™ is no less guilty of a partial approach in the past and has focused primarily on the changes in behaviour that are taking place, in terms of listening and the asking of questions to focus attention.

However, the bulk of the activities that people engage in and that are integral to building this capacity have been outside the scope of the program to date. This has now changed.

a) The Importance of Listening

Foundational to the changes that we are seeing in education today is a change to how we listen. The importance of this cannot be underestimated. Listening 'empathically' to another is the basis for a strong connection that is beneficial to the other, especially a child and their growth. From our own perspective listening empathically increases our own rate of learning as more diverse inputs enter our neural networks and patterns and connections are formed that give us new meaning(s) and new ways of viewing the world and those in it. This form of listening also reduces non-existential anxiety i.e. it quietens down our 'red zones' and allows us to operate at our best more of the time (and eventually all of the time). Listening in this way - modelling this form of listening - is transformational in its own right.

b) Using time

It is critical that PDC services improve current uses of time rather than being "add-ons". Although this now seems obvious it has not always been so. Key uses of time in a school are: in the classroom teaching, preparing/planning/reflecting on teaching, meetings of various forms. Our services now act in these places to make each area in which we operate more effective, more productive.

2) The Evolution of our Education Systems

Observation (and experience) shows that the childhood mind is different from the adult mind and it is so because the childhood mind is based on the parts of the brain that are most developed in childhood - the most ancient and therefore most primitive parts.

Thus, the childhood mind is self-centred, impulsive, can only handle simple tasks, responds to reward and punishment, is overwhelmed by emotion (once triggered), has no ability to imagine a future different from today and is cautious about engaging with the world. When the childhood mind persists into adulthood we call it the '**red zone**'.

The adult mind (or '**blue zone**') begins to emerge as a distinct mind from the age of about ten and includes everything that makes us fully human. Our self-awareness, our ability to expand our self-awareness through higher order learning, our ability to socialise, our ability to imagine and plan to achieve a future different from today and our ability to monitor how we are doing, our ability to manage our emotions and impulses and put off gratification, and our ability to make choices. All this emerges and matures through to our mid-twenties.

Existential Anxiety emerges when the adult mind, newly emerged and aware of its own existence, presents to the childhood mind (that is still in control) the possibility of non-existence or death. This triggers the fight-flight mechanism in the brain, but to no avail. An education system, therefore, must provide to the developing child a successful way of managing this anxiety.

Education at its most basic is the process of leading the child out of the childhood mind and into the adult mind. Such a process can have three possible outcomes:

- It limits the emergence of the adult mind and leaves the childhood mind in place – 19th century state compulsory schooling for the bulk of the population based on rote learning and harsh discipline produced an obedient, habitual, cognitively underdeveloped population needing authority figures to provide purpose. We call this form of education **OBEDIENCE**. In the original Prussian design of their state education system in the early 1800's this form of education was for the bulk of the population (>94%).
 - Form of Learning – DOING through habitual practice
 - Existential Anxiety managed through a rigid adherence to the rules
 - Desires are limited by the technical control of most of the population by a small elite
- It develops the adult mind whilst leaving the childhood mind still active – 20th century secondary education post WWII develops adults cognitively (although limiting learning to the conscious mind, as opposed to the whole mind) whilst leaving them risk averse (and therefore relatively uncreative), uncollaborative and lacking in resilience (through teachers modelling this behaviour themselves in the classroom). The welfare state was developed to provide the necessary support through the adult's life. We call this form of education **CONFORMANCE**. In the original Prussian design this form of education was for the professional class (doctors, lawyers, engineers, etc.) who supported the ruling class with no thought of challenging the status quo (~5 ½% of the population).
 - Forms of Learning – KNOWING and DOING mediated through the conscious mind
 - Existential Anxiety managed through providing a 'good life' to those who conform
 - Desires are theoretically unlimited and practical limits are now being exceeded
- It develops the adult mind and "quietens down" the childhood mind – the form of education that is struggling to emerge now which develops adults to be cognitively fully developed (using the whole mind), creative, collaborative and resilient. We call this form of education **INDEPENDENCE**. In the original Prussian design this form of education was only for the elite (about ½% of the population).
 - Forms of Learning – relationally developed BEING, KNOWING and DOING based in the whole mind
 - Existential Anxiety managed through individual self-affirmation of one's essential being
 - Desires are limited to natural desires, as a matter of course

Obedience imposed stability, in the 19th century, in agrarian economies beginning the process of industrialisation and with large, regimented militaries. Post-WWII, Conformance was central to a massive expansion in the use of resources and their conversion into a myriad of products and services. For our economies to make the shift to using fewer resources more effectively – a shift that is past due - we need a creative, collaborative and resilient population with naturally limited desires, and this has been evident since the 1970's/1980's. Independence is the education form that can produce such a population of grounded, independent, life-long learning human beings.

How learning is changing

a) The Basics of Learning

Our brains contain 86 billion neurons which are connected together by an average of ten thousand connections each. Living, connected neurons consume about 6 kilocalories per billion meaning our brains use up about 500 kilocalories or about 25% of our at-rest energy consumption. The widely accepted view is that we initially developed this massive resource in order to be able to handle the complexity of living in large social groups (150 is the usual figure that is quoted for the number of people we can know well). We can conclude that our brains develop in a healthy way when they engage with very many other developing and developed brains from birth onwards encompassing a variety of different situations and events. It seems obvious that listening fully to another (as babies and young children do when encountering something new) and responding with the wellbeing of the other in mind, as many professionals do, are fundamental to proper development. **We grow into healthy human beings through engaging regularly and effectively with many other human beings.**

What is the organism learning? It is learning how to be a healthy human at ease in its community and world with the capacity to learn and adapt as new people are met, puzzling events occur and unfamiliar situations are encountered.

At a practical level learning requires the making and strengthening of connections and the joining of already existing networks of connections into new configurations. Simply, we make connections in the areas where we pay attention and we strengthen connections and networks when we 'wrestle' with something, when we make mistakes and continue to strive until we get it right and when we struggle to order things that we know into a coherent whole, to find meaning.

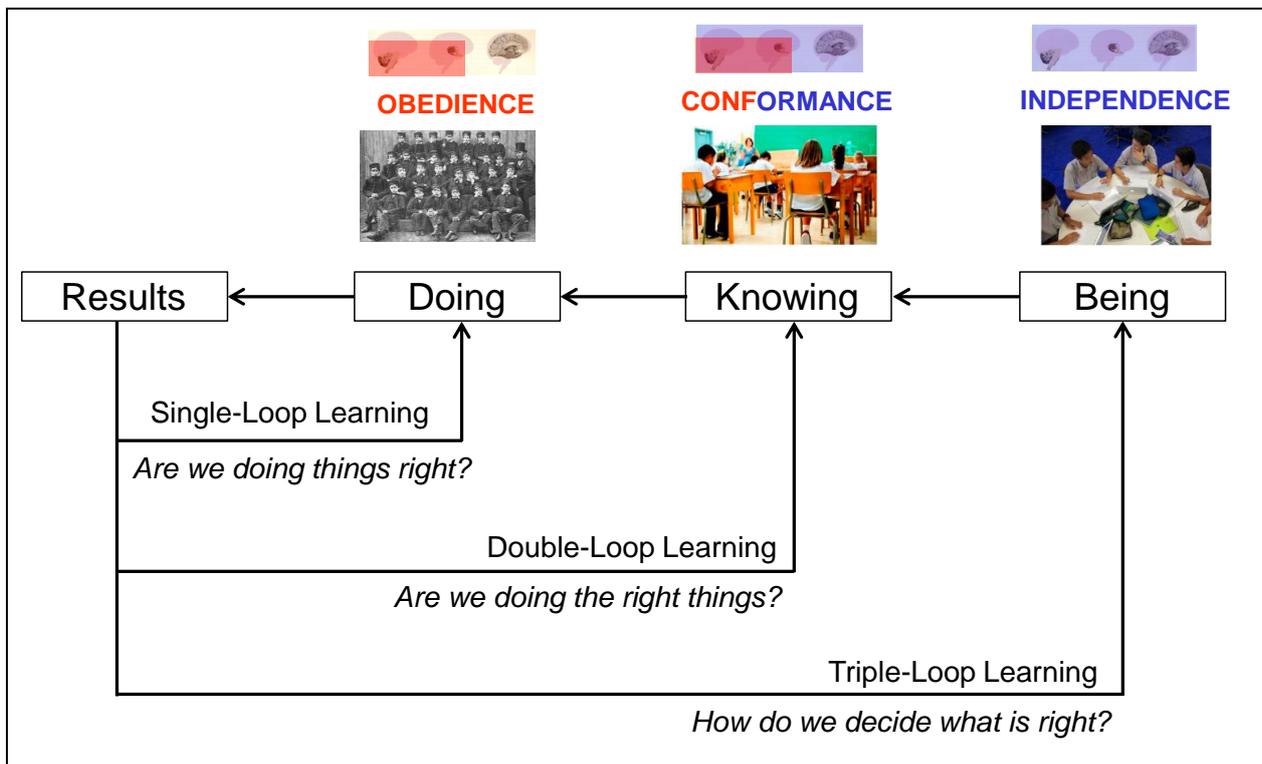
To learn throughout our lives requires us to continuously strive for better performance, to reflect on our current performance and understanding at every step and find better ways to perform and understand. This striving is not onerous, there is no guilt attached to recognising that we can perform or understand or *be* better, but rather there is a satisfaction, a joy even, in finding a 'cooler' way to do or express something. Life-long learning is a different way of living our lives, we embrace mistakes, we question existing ways of being or doing things, and we wrestle with difficulties rather than giving up. **This 'wrestling' with issues is a key characteristic of learning.**

Our neural networks can develop in another way and this is a change in the very architecture of the networks themselves. This change in architecture allows the networks to handle sensory information in more sophisticated ways and gives, quite literally, new ways of viewing the world. Some examples of these changes are the ability to see the world from another's point of view rather than just our own or to accept as completely valid another's point of view versus our own, different view (rather than 'they are wrong, I am right'). Thus the capacity to think and act *independently* of existing norms and conventions is also a critical element for adapting to a changing world. **This capacity to change our world view is a second key characteristic of learning.**

What we need today are young people who are open and can think and act for themselves, who are resilient, and who continue to learn from, and adapt to, what life presents to them. As we will see, these three forms of learning form the basis for fully developing children into adult human beings.

b) Triple-Loop Learning

Triple-loop learning is a way of separating learning into three conceptually different levels or loops with increasing degrees of sophistication and impact. These loops correspond to DOING, KNOWING and BEING that we have already seen form the bases for the three stable forms of education that have been present over the last 200 years.



Triple-loop learning and the different forms of education. Independence contains all three loops, Conformance lacks the Triple-Loop and Obedience is focused on Single-Loop Learning only.

Single-Loop Learning - are we doing things right? Here's what to do—procedures or rules.

Single-loop learning assumes that problems and their solutions are close to each other in time and space, obviously not always true. In this form of learning, we focus on our actions. Small changes are made to practices or behaviours, based on what worked or not in the past. We might improve but without examining or challenging our underlying beliefs and assumptions. Improvements often take the form of procedures or rules. Single-loop learning leads to making minor fixes or adjustments and involves little 'wrestling' and no change in world view.

Double-Loop Learning - are we doing the right things? Here's why this works—insights and patterns.

Double-loop learning leads to insights about why a solution works. In this form of learning, we consider our actions in the framework of our operating assumptions. We become observers of ourselves, seeking to understand what is going on, what patterns are emerging. Insights become important to the understanding of patterns. We can change the way we make decisions and we deepen understanding of our assumptions. Double-loop learning works with major fixes or changes and involves substantial amounts of 'wrestling' but no change in world view.

Triple-Loop Learning - how do we decide what is right? Here's why we want to be doing this—principles.

Triple-loop learning involves the most fundamental knowledge of what is right and what is wrong. The learning goes beyond insight and patterns to context. The result is a shift in point of view. This form of learning leads to understanding how problems and solutions are related, even when separated widely by time and space and also to understanding how previous actions created our current problems. Triple-loop learning leads to ways to comprehend and change our purpose, to develop better understanding of how to respond to our environment, and to deepen our understanding of the choices we make. Triple-loop learning involves both 'wrestling' and changes in world view.

Independence includes all three forms of learning with single- and double-loop learning fitting into the culture and organisation that promotes triple-loop learning which is grounded in the systematic building of community through empathic and compassionate interactions between individuals in as many permutations as possible.

c) Consciousness Development

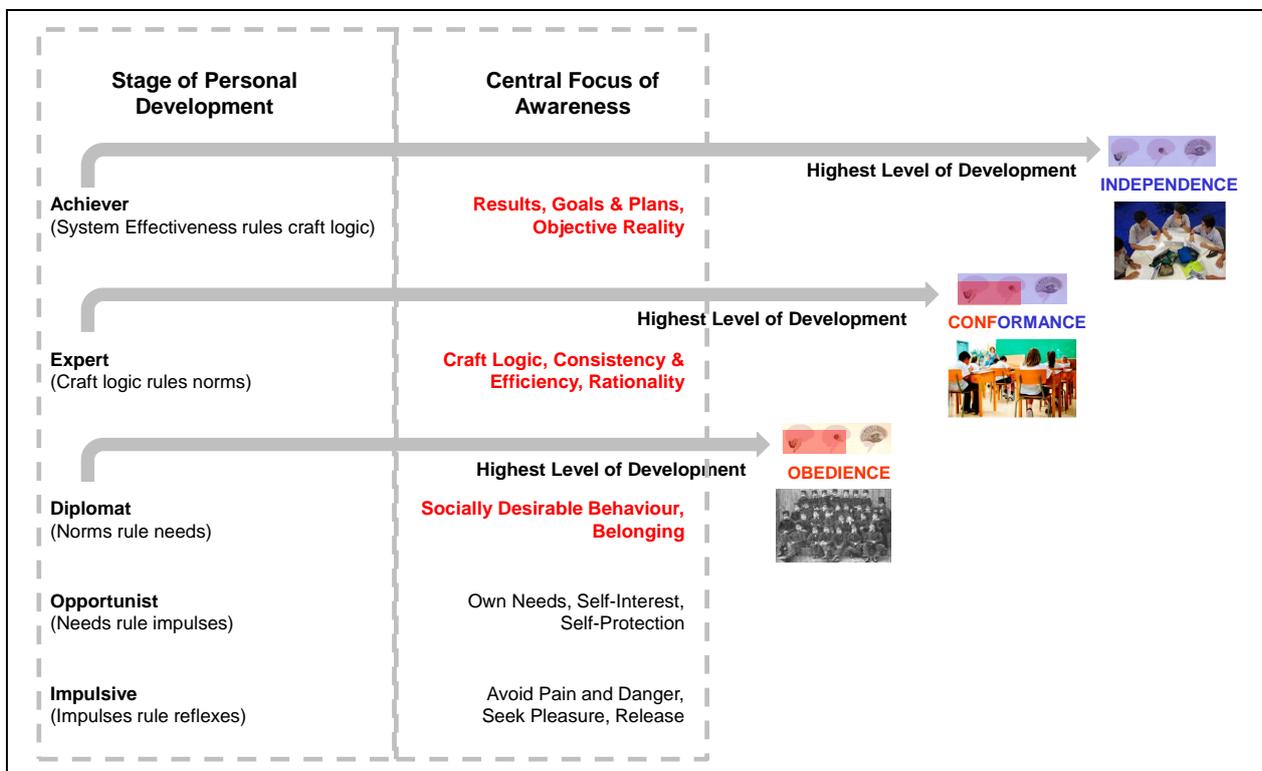
As well as individuals having the capacity to change their world view, society as a whole can change or, more properly, new world views can emerge that are seen as legitimate views to hold. Such world views bring with them new ways to act or 'action logics'.

A change in world view is analogous to moving from a computer using a command-based operating system to using a graphical user interface. The new operating system allows things to be done in innovative and more sophisticated ways. The change in neural network architecture comes about through being open to lots of different inputs – having an open mind, being less focused - and, particularly, by avoiding filtering out or ignoring inputs that challenge or contradict established views.

Currently there are five conventional world views that are detailed in the graphic below which also illustrates the highest level associated with each form of education. There are also another four post-conventional world views that are not currently represented in societal structures, just as 'Achiever' used not to be.

The shift from the highest level in Conformance being 'Expert' to 'Achiever' under Independence – and representing society's own changes - explains the shift in school leadership focus towards greater accountability, use of data and feedback and the increased focus on planning.

This means that to become a leader under Independence an individual needs to develop the world view of an 'Achiever' and this can occur through being open to feedback (anathema to the 'Expert' world view except from an acknowledged expert), being encouraged to deeper thinking, being involved in planning and goal setting and being held accountable for delivering on follow-up actions to achieve the goals.



Highest accepted form of Personal Development and the different forms of education. Independence requires leaders who operate at the 'Achiever' level, Conformance at the 'Expert' level and Obedience at the 'Diplomat' level. (Based on the Leadership Maturity Framework – Susan Cook-Greuter). See Appendix 4 for further detail on the three key levels highlighted above.

This has also led to a realisation that Leaders are, or need to be, goal oriented whereas many other staff are more action-oriented (“what do I do next?”). This implies that we should treat leaders and others somewhat differently, which is now the case.

3) Engagement – Connection

a) Connecting

Listening - paying attention to another person - is the fundamental means by which two people connect together. If I am completely ignored then there is no connection, if I have the complete attention of another person – and fully free of any judgement - a deep connection will develop. When we love someone we pay attention to everything they do and we find what they do of endless fascination (parents with a new born child, two lovers). This is a deep connection. This other person feels loved, feels valued and has an instinctive desire to respond in kind. Between these two extremes – no connection and full connection - there are intermediate positions where one person has only the partial attention of the other – they only feel a bit listened to, there is only a limited connection.

When a child feels completely loved and fully connected to the adults around them (the minimum being one significant adult, an adult who is regularly there) then the child’s brain will grow constructively and develop normally towards the adult state (confident, collaborative, creative), their intelligence growing over time, their childhood mind subsiding. When a child is not connected to any adult then their brain develops in suboptimal ways, perhaps never reaching a fully adult state and leaving the childhood mind still in effective control. Partial connection will deliver some intermediate state of development, both adult (blue zone) and childhood (red zone) minds being present, control passing from one to the other depending on external – or even internal - circumstances.

Thus full connection between adult and child is essential for the child to grow into an adult, an adult in the fullest sense of the term. Listening (i.e. paying attention) is the way that connections are made.

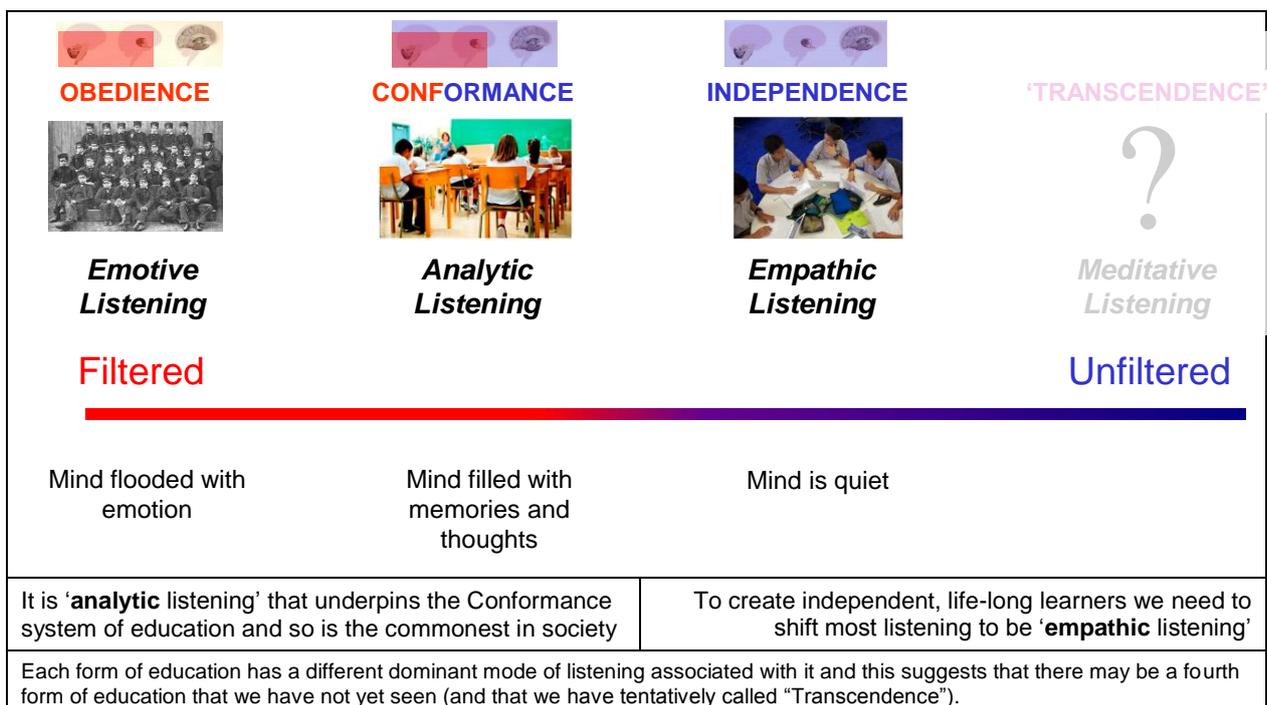
b) Ways of listening

We tend to accept as natural the form of listening where our conscious mind is active as we are listening and memories (of various forms – images, emotions) and thoughts emerge in our minds and trigger further thoughts and memories.

This form of listening seems natural to many people. However, it is learnt in school as teachers model this form of listening to the majority of current students. It is the commonest form of listening in society.

This form of listening is an example of ‘filtered listening’ so called because each time a memory is pulled into the conscious mind the brain sends a signal to the ear to suppress what the ear is hearing – when a memory comes into mind we stop listening, albeit momentarily, to the other person and we start listening to ourselves, to what we already know.

In the first instance, listening in this way reduces the quality of the connection between speaker and listener. If we listen to a child in this way we are connecting in a partial way, thus we will stimulate lesser rates of development.



'Analytic' listening is one of four defined points on the listening spectrum and uses 'cognitive' filters to shift our attention from the other to ourselves. 'Emotive' listening is a more severe form of filtered listening which uses 'emotive' filters. These are memories that bring with them emotions (and often it appears to be just the emotion rather than the memory associated with the emotion) that tend to flood the mind and take our attention. The emotion could be fear, anger, feeling intimidated, feeling superior, dislike, contempt or a range of others, not all negative e.g. admiration. Once flooded with emotion our minds can take a little time to settle down again.

We observe that most adults operate most of the time somewhere along the filtered end of the listening spectrum.

However, there are also unfiltered forms of listening. When using 'empathic' listening we note what is being heard but what we hear does not trigger any emotive or cognitive filters so our ears are listening all of the time and our attention is fully on the other. With this form of listening connection with another is at a maximum, we are paying 100% attention to them, they feel valued and supported and want to reciprocate. In the case of a student, reciprocation means to pay full attention to the teacher and engage in the work being proposed. Such a student is fully engaged in their learning and that engagement is driven by how the teacher listens.

'Meditative' listening is the fourth defined point on the listening spectrum and is a form of listening where all inputs – what we are hearing - pass straight through into our non-conscious mind and we pay 100% attention to our own non-conscious mind. This is most easily seen as we become fluent in a foreign language; in listening to a foreign native speaker we are not noting the words being said but just paying attention to the meaning appearing in our minds (i.e. no translation is taking place). Listening to music in this way opens 'a window to the soul', an evocative way of describing what is happening. There is also a way of looking at art (sometimes called 'slow art') where we use the same listening form but, obviously, without sound. This form of listening is important in connecting to a deeper meaning but not necessarily directly with another individual.

We have found that a small number of teachers (about 5%) use 'empathic' listening all of the time and have a very positive impact on a wide range of students. Successful adults, on average, can remember two such teachers from their own time as students. See Appendix 3 for some further development of how teachers listen in the classroom.

It is clear that if all teachers used and modelled 'empathic' listening all of the time then the level of connection to students and the level of development for each student would both increase.

4) Engagement - Learning

a) The impact of listening on how we learn

From the point of view of a learner filtered listening limits learning.

When we use filtered listening we filter what we are hearing. We are actually filtering, we are preventing sounds from being captured by the ear and transferred into our neural networks at the same time that we are switching our attention to what we bring to mind, and we bring to mind what we already know. By paying partial attention to what we already know and partially blocking out what is potentially new then, by definition, we are limiting the opportunity for learning.

Filtered listening also has the effect of mediating learning through the conscious mind which, although fairly agile, processing at 40 items/second, is nowhere near as fast as the whole mind, processing at 11,000,000 items/second, a rate that is 5 orders of magnitude faster.

We have mentioned the learning of another language and this is a good example of where our conscious mind is not fast enough to process all the nuances of the new language so limiting processing to the conscious mind limits our ability to learn. Filtering what we are hearing further reduces our ability to learn as we are only hearing part of what a native speaker is saying. Essentially, it is impossible to become functionally fluent in another language using filtered listening as part of the learning process.

Another example can be found in Mathematics. A serviceable definition of Mathematics is 'the discovery, clarification and rigorous study of precise relationships in number, pattern, and structure'. As such maths is a way of achieving a deeper understanding of the world. Our non-conscious mind is very good at finding pattern and structure but the way maths is typically taught restricts learning to the conscious mind limiting the finding of new patterns - patterns that may challenge the status quo.

In both cases it is much more effective to allow everything that is being said into our whole mind and allow our neural networks to make connections, which, in the case of a new language, gradually leads to meaning appearing in our minds without translation and in the case of maths, new patterns and ways

of viewing the world will emerge. Of course, for a student in both cases, listening must be accompanied by striving to understand. "Wrestling" is still an essential component of learning.

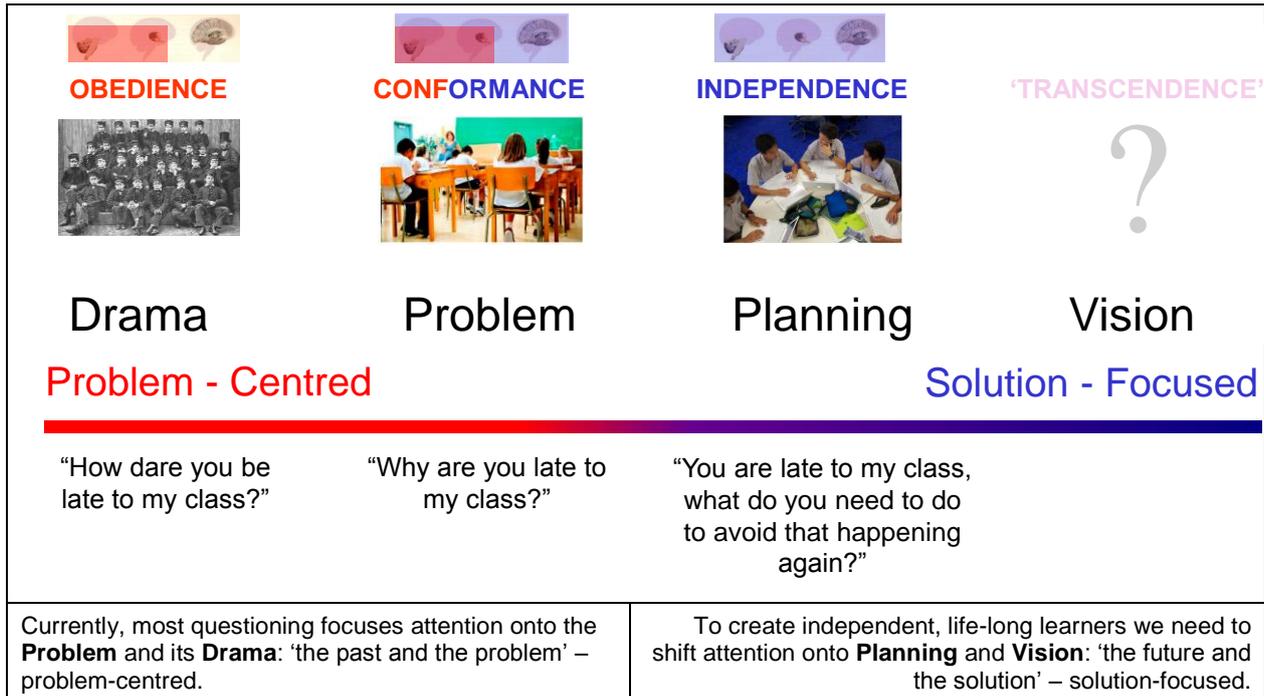
Four year olds, who have not yet learned to filter their listening, can effortlessly and fluently learn a new language – typical 18 year olds no longer can. And many people just don't get maths.

These limitations on learning manifest themselves to a greater or lesser degree in all aspects of a person's learning.

b) The importance of questioning

Asking questions of another is a way to direct the other's attention.

Just as we have a learned, default form of listening then we also have default forms of asking questions.



We can direct someone's attention in a number of ways that range from open-ended and forward-looking down to the closed and backward-looking. Our default forms of questioning tend to focus someone's attention onto the details of what has occurred or is still occurring, the issue or problem that someone is facing. This attention can focus on the details of the issue or problem or the drama and emotions associated with it. This default position has the tendency of triggering the red zone in the other person, a mind state from which it is difficult to find a solution. There is no stimulation of deep thinking and 'wrestling' is replaced with a sense of hopelessness.

A more useful focus of attention is on imagining a better, future situation and ways to achieve it. This focus on imagining causes a shift into the blue zone - because that is the only place where imagining can take place. As this shift occurs the person begins to feel more confident, more collaborative and more creative – thus more able to think deeply and wrestle with finding a constructive way forward.

5) Culture Drives Engagement (Connection and Learning)

We have seen how particular aspects of culture affect our ability to develop independent, life-long learning human beings:

- ‘wrestling’ with issues builds learning and cognitive (learning) ability
- openness to every type of thought, however challenging, builds consciousness and a universal knowledge of right and wrong
- connections are built by unfiltered (empathic) listening and responding with concern for the others well-being (solution focused questions)
- multiple relationships build healthy communities from which healthy humans emerge

Our experience is that schools today do not have cultures of this type although there is a drift in each of these dimensions in the right direction. There is widely held recognition that this is the right direction although there is not yet a strong link identified between connecting – which people recognise as very important - and on the one hand, how we listen and respond to others, and on the other the creation of ‘being’.

A school can develop a strategy to improve student learning through a stated focus on building relationships and using thinking-based curricula but culture will always trump strategy. Without changing the underlying culture strategies will founder.

The key is to find a way to shift culture systematically, to create a culture of openness, connection, unfiltered listening and ‘wrestling’, progressively over time.

A way to do this uses two techniques:

- cognitive coaching (one-to-one)
- systemic facilitation (groups)

And both feature **observation** and **feedback** as integral components.

a) Cognitive Coaching

Cognitive coaching is a means for driving a performance development process.

Cognitive coaching is a way by which one person uses unfiltered (empathic) listening to connect with another and then uses process, observation, feedback and specific types of questions to help the other think deeply and wrestle with difficulties or challenges, leading to clarity and commitment to taking action to grow constructively. Feedback to the individual is an important input to overcome complacency and bring difficulties and challenges to the surface, where they can be faced up to. Feedback can be collected from those who experience the individual’s effect on them – e.g. from students in a classroom for a teacher, from staff in the school for a leader - as well as from *in situ* observation e.g. of classrooms, of meetings.

A cognitive coach models the behaviours of the culture that we would like to see.

Training leaders as cognitive coaches is an effective way for leaders to adopt these new behaviours and model them to others. For leaders to do this they need to have legitimate opportunities to practice and these can be most readily provided by creating a performance development process where staff receive feedback and are cognitively coached to develop goals and actions to achieve their goals that will lead to growth in their capability. Thus staff are stimulated to think and be open to new inputs, through feedback.

As leaders develop skill in these behaviours they will tend to use them outside of formal coaching sessions with the effect of empowering staff and becoming more productive themselves:

- when staff come to the leader, the leader makes them think and wrestle with their issue
- staff will begin to think for themselves, in many cases, reducing (avoiding) the need to approach the leader

This creates more time for leaders to do their own work and raises the quality and importance of the conversations they do have with other staff.

More recently, it has become clear that those in leadership positions in schools are goal-driven (or need to be) and that most (but not all) in non-leadership positions are action-oriented. This leads to a different emphasis in the coaching process and different organisation – goal-driven people need infrequent review (each 6 weeks or so) whereas action-oriented people need relatively frequent review (weekly or bi-weekly).

b) Systemic Facilitation

Systemic facilitation is a means for driving a collaboration development process.

Facilitation is a set of skills, processes and systems that enables more effective learning, collaborative working and building of community. Through facilitation students have input into their own learning and teachers/other staff a say in decisions that affect them. Facilitation has enabled the shift away from 'all knowing' teachers and managers towards empowerment through recognition of group wisdom and knowledge in classrooms, workplaces and communities.

Systemic facilitation is a means whereby a group is stimulated to connect, be open and to wrestle with issues in such a way as to build community, cognitive capability in individuals, develop clarity and gain collective commitment to take action to further the group's aims.

It is the design of the activities that participants engage in that achieves these aims. Design takes into account the knowledge and cognitive abilities that need to be built and the ways of organising collective discussion and decision-making to ensure that community is built and the best decisions and courses of action are achieved.

The facilitator's role is to design the activities and ensure that groups stay on track through 'hands on' facilitation and/or through training of participants and documenting of the design.

See Appendix 1 for an overview of the evolution of facilitation over time.

A successful facilitation of a group (be it classroom or school meeting) takes into account the following:

- Are the right people there
- Are the right people doing the work (e.g. the students, not the teacher)
- Does the interaction facilitator/leader/teacher and participants model the right behaviours (empathic listening, questions that stimulate wrestling)
- Is there the right focus (the work, the content)
- Does the organisation of the work stimulate development of cognition (wrestling) and build knowledge
- Are boundaries clear at each stage
- Is there the right movement of people to encourage diversity of viewpoint (e.g. friends not always sitting together) and sharing/challenging
- Do people have the opportunity for choice
- Do people have the opportunity to self-organise
- Is everybody being changed by the experience (e.g. both students and teacher)

Guy Claxton has developed '8 Magnificent Qualities' that characterise life-long learners ('powerful learners' in his terminology). These qualities resonate with existing life-long learners, they reflect what such people use to continue their learning.

These qualities are: *Curious, Courage, Exploration and Investigation, Experimentation, Imagination, Discipline, Sociability, Reflective* (see appendix 2 for a description of each quality).

Thus, activities are designed so that they stimulate the development of these qualities (as well as embed new knowledge).

Both adults in meetings and students in classrooms should be having similar experiences so that the optimal amount of work and development is being achieved and community is being built or reinforced.

6) Integrating Cognitive Coaching and Systemic Facilitation

a) The 'ClassPlanning' Workshop ('60 –minutes')

Because the classrooms described above are different from those we are familiar with then there is a need for classroom planning - but done collegially, rather than individually - so as to assure:

- There is a focus on individual students' development
- The right students are in the class i.e. groups of students can be varied by need
- There is innovation in how content is introduced and stimulates learning
- Mentoring and coaching can take place to build teacher capability
- Teachers can observe each other trying out the things they have planned to do

Such workshops become a key means for innovating in the classroom and for teacher learning and would typically involve several teachers with a cognitive coach (who helps people think and wrestle)/mentor (who provides process or content expertise).

Thus the integration of cognitive coaching used to drive the *performance development process* and systemic facilitation used to drive the *collaboration development process* come together in the 'workshop' where a coach and their team work collaboratively together to improve performance in every class.

This workshop is a key means for developing collaboration between and amongst teachers and leaders and to take place successfully leaders need to model good practice in their other school meetings.

The linkage between different planning teams is achieved by the creation of a Community of Practice to which all coaches belong and is the means by which coaches develop their own capabilities and share their experiences within their own teams.

Communities of Practice are groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis. Participants accumulate knowledge and they become informally bound by the value that they find in learning together.

By these two means, individual and collective performance grows over time.

b) Other Meetings

Meetings take place at various levels in the school and each meeting needs to provide to its participants the same experience that we want students to have in the classroom. The content is different but the list is the same:

- Are the right people there
- Are the right people doing the work
- Does the interaction leader and participants model the right behaviours (empathic listening, questions that stimulate wrestling)
- Is there the right focus (work of the right level)
- Does the organisation of the work stimulate development of cognition (wrestling) and knowledge
- Are boundaries (and accountabilities) clear at each stage
- Is there the right movement of people to encourage diversity of viewpoint and sharing/challenging
- Do people have the opportunity for choice
- Do people have the opportunity to self-organise
- Is everybody being changed by the experience

As there is commonality in every meeting then an observer can learn from observing a meeting or classroom, as well as having the possibility for providing structured feedback.

Just as individuals can benefit from coaching then a similar process applied to teams can have equal or greater benefit as delivering on team goals is more complex. We have therefore developed:

- A team goal setting process: **TeamSMART**
- A process for developing projects, sub-projects and individual actions to deliver the goals: **QUEST**
- A process for holding individuals accountability for their actions: **SchoolMeetings™**

These processes can be applied to any existing team to improve performance and each process uses collaboration techniques to achieve the best outcomes.

c) Observation (Classroom and Other Meetings)

Observation (and its obverse, modelling) become significant in the learning organisation. An individual will observe others in order to learn explicitly ('I could do that!') and implicitly through empathic listening. A structured form of observation is in development that covers all the points in the list above (and in section 7b above). This observation method can be used to help the learning process of the observer as well as a way of providing structured feedback to a leader/teacher leading or teaching, respectively.

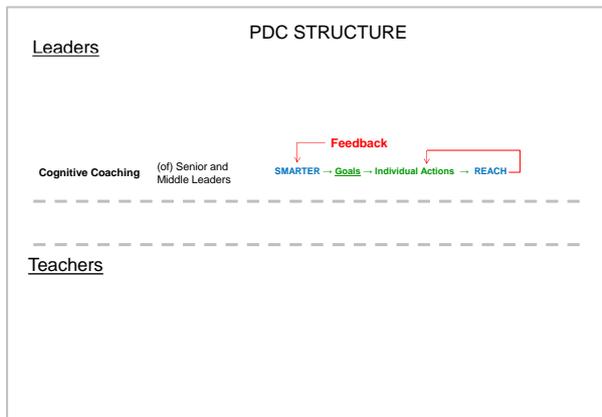
7) Current PDC and its issues

PDC was developed initially in the guise of teacher 'appraisal' but very quickly focused more on teacher development as we observed that that is a more reliable means to improve outcomes.

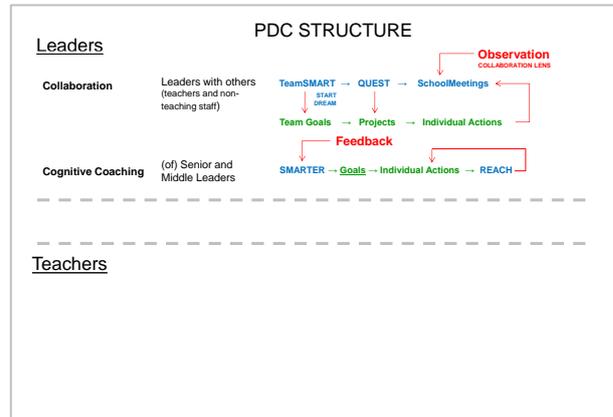
There has been considerable variability in the effect on student outcomes to date some schools seeing little if any effect and others seeing significant effects. This indicates that if the cultural change is taking place then student outcomes are positively affected but that taking the recommended actions has not necessarily led to the cultural change.

The changes described above should rectify this variability.

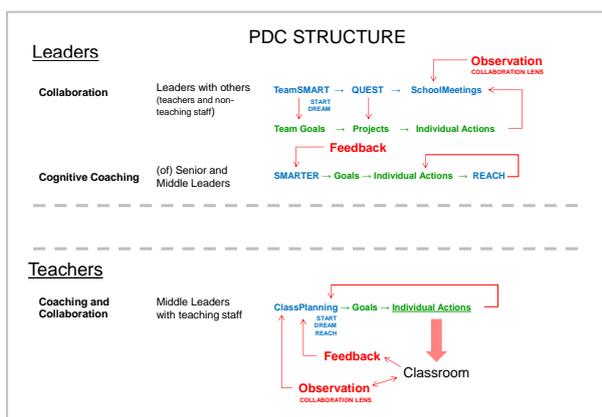
It is critical that PDC services improve current uses of time rather than being "add-ons". Although this now seems obvious it has not always been so. Key uses of time in a school are: in the classroom teaching, preparing/planning/reflecting on teaching, meetings of various forms. Our services must act in these places. Related to this is also a clearer pathway for all staff to come on board, as these changes are designed to help everyone to become better and more satisfied in their work.



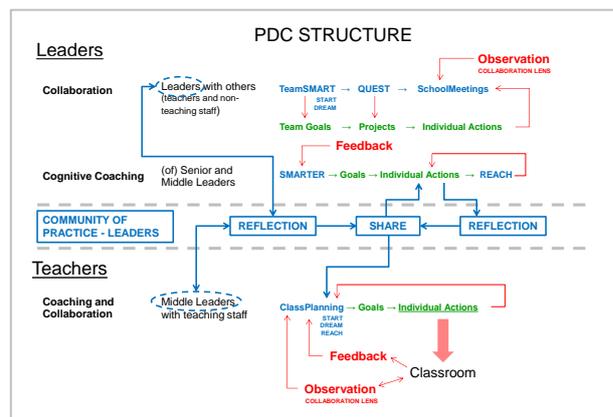
Use of Cognitive Coaching (with an emphasis on goals) for all in leadership positions. Feedback collected from staff.



Use of Collaboration techniques to improve performance of existing teams.



Use of Cognitive Coaching and Collaboration techniques with teams of staff plus coach



Community of practice builds community of leaders and improves/shares practices

Build-up of main elements to the new PDC framework

Appendix 1: The Evolution of Facilitation

The 3 broad categories of facilitation are a) Learning Facilitation (circa 1960s), Process Facilitation (circa 1980s) and Systemic Facilitation (circa 2000s)

a) Learning Facilitation (in Classrooms and training rooms circa 1960s)

Whilst some good teachers and trainers instinctively used group techniques, learning facilitation didn't become mainstream until the 1960s as influenced by the work of Carl Rogers and others.

The teacher's role in facilitating learning is to create and manage collaborative learning experiences between teachers and learners and among learners.

Learning Facilitation tools include:

- Questions
- Group activities e.g. role play and team games
- Group discussions and exchanges
- Projects and case studies
- Brainstorming sessions
- Creativity stimulation

b) Process Facilitation (in workplaces and communities circa 1980s)

Process Facilitation in workplaces and communities emerged in the 1980s revolutionizing the way we design and run successful meetings and workshops. Process Facilitation serves the needs of groups who are meeting with a common purpose, such as making a group decision, solving a problem, sharing ideas and information and reducing conflict. The key to being a proficient process facilitator is to plan and guide the proceedings effectively, and remain focused on the group process and outcomes, rather than specific content or other distractions.

Process Facilitation includes learning facilitation tools plus:

- Ice Breakers
- Developing strategy
- Achieving consensus
- Solving Problems
- Reaching a shared understanding
- Participatory decision-making

c) Systemic Facilitation (Collaboration circa 2000s)

Systemic Facilitation has enabled collaboration between multiple stakeholders on a large scale. Systemic Facilitation is based on systems thinking that observes organisations and communities as complex adaptive systems.

Hierarchical systems are no longer the dominant paradigm. The emergence of project focused groups has changed the way that classrooms, workplaces and communities are organized.

In both learning and process facilitation, the facilitator is central. In systemic facilitation the participant is central enabling scalability, self-organization and replication.

In systemic facilitation, the facilitator's role may be shared throughout the group thus enabling a lasting legacy incorporating the best of both learning and process facilitation.

Systemic Facilitation tools include learning and Process Facilitation tools plus:

- Scalable conversations, workshops and meetings
- Dialogue
- The World Café
- Future search
- Open Space Technology
- QUEST

Appendix 2: Claxton's '8 Magnificent Qualities'

1 Curious	1 Powerful learners are curious. They are born curious and are drawn to learning. They wonder about things, and know how to ask productive questions. They enjoy the process of wondering and questioning. Curious people, however, can be demanding and sceptical of what they're told.
2 Courage	2 Confident learners have courage. They are not afraid of uncertainty and complexity. They have the confidence to say, 'I don't know?' - which is always a precursor to, 'let's find out'. They are willing to take risks and try new things. They 'stick' with things and 'bounce back' when things go wrong. They also know when to give up. They have 'mental toughness' or resilience.
3 Exploration and Investigation	3 Powerful learners are good at exploration and investigation they like finding out and are good at seeking and gathering information. They take the time to attend carefully and do not jump to conclusions. They are good at 'sifting' ideas and trust their ability to tell 'good evidence'.
4 Experimentation	4 Powerful learners requires experimentation. This is the virtue of trying things out to see if it works, or just to see what happens. They make mistakes, keeping what works for 'next time'. They like adjusting things, enjoy admiring their work in progress, and seeing how they can continually improve things. They say, 'let's try'...and, 'what if?' And they also know the importance of practice.
5 Imagination	5 Powerful learners have imagination. They know how to use their 'inner world' to explore possibilities. They know how to make use of 'mental rehearsals' of how they might act. They also know how to relax and let idea come to them, finding links and connections; they have a good feeling of 'rightness'.
6 Discipline	6 The creativity of imagination needs to be yoked to discipline. They have the ability to think carefully, rigorously and methodically. They are good at 'hard thinking' and ask, 'how come'? They are good at creating explanations, making plans, crafting ideas, and making predictions based on their evidence. They are also open to serendipity and to changing their minds if necessary.
7 Sociability	7 Powerful learners know the virtue of sociability. They are happy collaborating and sharing their ideas and resources. They are good members of groups able to help groups solve problems. They are able to both give their views, receive feedback, and listen respectfully to others.
8 Reflective	8 Powerful learners are reflective. They are able to step back and take stock of progress. They are able to mull over their actions and consider how they might have done things differently. Good learners are self-aware, able to contemplate their actions to continually 'grow their learning power'.

Appendix 3: Listening in the Classroom

It is observable in the classroom that teachers listen to students across the range from 'emotive' through 'analytic' to 'empathic' listening in the following ways:

Student type	When student conforms	When student doesn't conform
Favoured students	<ul style="list-style-type: none"> • empathic listening and a strong connection – students thrive 	<ul style="list-style-type: none"> • analytic listening and still a partial connection
Average students	<ul style="list-style-type: none"> • analytic listening and a partial connection – students develop but at a lesser rate 	<ul style="list-style-type: none"> • emotive listening and little if any connection
Disfavoured students	<ul style="list-style-type: none"> • emotive listening and little if any connection – student development is limited 	<ul style="list-style-type: none"> • emotive listening and little if any connection

The second column matches with UK researcher, Guy Claxton's finding that teachers tend to produce students with three different types of outcomes from thriving through average to failing.

The difference in listening styles when students are perceived to be conforming to the teacher's desired behaviour (which may include conforming to the teacher's opinion in some area) or not is another key characteristic of our current education systems ('CONFORMANCE') which encourages students to fall in line (except disfavoured students for whom it makes little difference), there is a greater connection offered when students conform than when they do not.

Appendix 4: The Key Stages of Development Seen in Schools

The following stage descriptions have been derived from Susan Cook-Greuter (www.cook-greuter.com)

The Diplomat Stage of Development

Moving away from the “anything goes that serves me” framework of the Opportunist, Diplomats are aware of group strength over individual power. Thus, they seek to belong to established groups (kinship, club, church, professional). Since one’s power comes from one’s “affiliation” with others, rules and social norms are followed to seek approval and safeguard one’s status as a group member. Any tension in the relationship is experienced as a threat to one’s survival. One is either in or out. Thus, Diplomats keep relationships friendly and smooth, conform to group norms and avoid “bad” feelings and discord.

On the positive side, Diplomats provide group cohesion by creating a sense of shared community. They are willing team players and loyal to their groups and organizations. They will maintain positive group relationships and attend to the sort of day-to-day activities (such as remembering birthdays) which create a pleasant work atmosphere.

As managers, Diplomats tend to be overly agreeable, unable to criticize or reprimand others. They protect the status quo, avoid rocking the boat, and defend the group as well as themselves from any outside influences or attacks. They adhere to the rule of command, do not question authority, and accept group norms and ideas without examination. They keep doing what they do well, but feel embarrassed and puzzled when they are found wanting in any way. A great deal of their energy is spent on “saving face” and creating positive appearances. In return for their loyalty, Diplomats expect to be rewarded with visible signs of approval - status symbols, appreciation certificates badges, etc. and money.

As a subordinate, a Diplomat will tend to feel that organisational norms prescribe every possible action, and that there is no room for creative risk-taking. As superiors, a Diplomat will in effect often subordinate themselves to their own subordinates. They will not confront their own superiors on their employees’ or their own behalf or on behalf of team projects.

Diplomats are keenly aware of group differences and readily denigrate and dismiss those that do not belong to their group or believe in the same things they do. The split now is between “them” and “us” (in that order) while it was between “me” and “them” at the Opportunist action logic.

Because Diplomats do not feel empowered by themselves and need approval for their wellbeing they preserve the group and existing ties at all costs.

The Expert Stage of Development

In moving from the Diplomat Stage to the Expert Stage, individuals trade emotional conformity to group norms for a willingness to actively experiment and seek more independent, but rational ways of doing things. Still needy of approval and beholden to traditional values, they do so, however, looking back over their shoulders to their reference groups. Unlike Diplomats, Experts no longer identify with what makes them the same as others in a group, but rather with what makes them stand out and be unique.

Experts admire “craft logic”. They focus on the specific procedures and knowledge in their area of interest or expertise (i.e. “craft”). A belief in the superiority of their “craft” and their know-how becomes central to their lives. Problems and dilemmas have one logical answer that can be gained from authoritative sources (manuals, laws, spec books and authorities in the field). Experts often seek perfectionist standards in this area and are very critical of unfamiliar ways of handling a situation or approaching a problem. They rely on established explanations and procedures and defend against having their professional knowledge questioned.

On the positive side, managers and leaders at the Expert stage may be excellent in their specialisation, are sticklers for detail, and take great pride in doing their jobs well. They would say “a job worth doing is a job worth doing well”. They have a strong desire to seek incremental improvements and to find perfection. Thus, they play a vital role in the development of products, techniques and services. No society or organization could run without Experts, Technicians and Bureaucrats handling the day to day running of its affairs.

On the less positive side, Expert managers may be more impressed with efficiency and technical wizardry than with effectiveness, (e.g. they will write a report extensively and well, but will not consider the relative value of doing the report at all). Experts will operate within the framework as defined by their craft culture, rather than by self-generated goals. A manager/leader at this stage is likely to be over involved with detail, unable to prioritize among competing efforts or to grasp the bigger picture.

Paradoxically, people at the Expert stage may be highly critical of their performance within their specialization, yet they resent feedback in general, especially from those not of a higher craft status than themselves. They are also hypercritical of others in their field of expertise. One-upmanship is

common, as is the “yes-but” syndrome, providing endless alternative solutions or arguments. Moreover, they tend to overstep the boundaries of what they know and give unsolicited advice.

The Achiever Stage of Development

In most organizations, Experts and Achievers are responsible for the day to day business success. While Experts focus on the exacting detail of getting a job done well, Achievers are concerned with successful plans and outcomes. They focus on output measures and personal career satisfaction.

Achievers share the Experts’ interest in experimenting. Unlike Experts, however, who work on improving given procedures, Achievers design whole new methods and approaches to solving a problem and streamlining processes.

The greatest strength of Achievers is also their greatest weakness: a singularity of purpose, focus and drive. In pursuit of their personal favourite goals, Achievers will disregard other important areas of business and/or personal life.

Achievers apply energy in a consistent direction to solve problems and use the tools of their trade creatively. They initiate change and seek to move mountains. Their determination and energy is often inspiring to others. Achievers are open to learning and discovering – they welcome behavioural and tactical feedback, especially if it can bring them closer to their envisioned goals. They will resist feedback which questions the very framework within which they operate. Achievers believe deeply in linear cause and effect and objective rationality.

From their point of view, the natural world, including the behaviour of people, is governed by predictable patterns and laws. These can be researched, made explicit and applied to influence and control outcomes. Thus, results are secured by relying on an objective “scientific” approach and by applying one’s personal conviction and energy to refining the knowledge base.

As managers/leaders they tend to be matter of fact, concerned with getting things done, but also fair and perceptive in engaging others. They will listen to others’ reasons. Achievers can prioritize among competing projects and tasks, cooperate around mutual goals and delegate work in a way that the Expert cannot. Sometimes, they anticipate unintended outcomes or side effects. They perceive multiple causes for human behaviour and may want to counsel others who have difficulty.